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ABSTRACT

A project investigating the effects of peer tutoring on students' academic achievement focused on use of tutoring with underachieving, limited-English-speaking 11th- and 12th-graders. The method was designed to use materials readily available and require minimal expenditure of teacher time and resources. Students (n=18) voluntarily attended tutorial sessions, some to prepare for the high school competency exam and some for assistance with specific subject areas. The tutoring program lasted for 12 weeks. The program's objectives were to: (1) improve students' pass rate on the high school competency test; (2) increase completion of homework; (3) improve grade point averages by half a point; and (4) promote favorable attitudes in 85% of participants. Only the fourth objective was met, although progress was seen toward the second objective. Problems included limited student ability to attend tutoring sessions and the limited length of the tutoring program in light of the severity of student needs. Tutors expressed personal satisfaction and a desire to continue, and the program was extended. Appended materials include a statement of school commitment to student achievement, progress report form, letter to parents (English and Spanish), letter to teachers, tutoring program flyer, tutors' and students' sign-in sheets, and a final project assessment form. (MSE)

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IMPROVING ACADEMIC ACHIEVEMENT OF ENGLISH-AS-A-SECOND-LANGUAGE STUDENTS THROUGH PEER-TUTORING

by

Janet Torres-Gavilanes

A Practicum Report

submitted to the Faculty of the Abraham S. Fischler Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

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The abstract of this report may be placed in a national database system for reference.

March, 1993

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Abstract

Improving Academic Achievement Of English-As-A-Second Language Students Through Peer-Tutoring
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Descriptors: Secondary Education/ Peer Tutoring/ Peer Teaching/ English As A Second Language/ Bilingual Education/

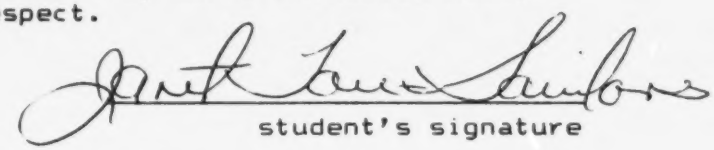
A high percentage of the Limited English Proficient (LEP) students in the target school were receiving below average grades. In addition, these same students were failing the High School Competency Exam (HSCT) required by the state to graduate from high school. This problem was addressed through the implementation of an after-school peer-tutoring program. The LEP students were tutored by students in the International Baccalaureate Program and assisted by the author of the practicum.

The results indicated increased levels of achievement for the target group. The students within the target group completed a self-evaluation form at the end of the tutoring program and rated their progress higher as a result of the tutoring sessions. It was concluded that the tutoring program can increase the level of achievement in the academic classes of LEP students and improve their passing rate on the HSCT. Appendices include the school vision statement, students progress report form, a letter to the parents in English and Spanish, a letter to the teachers, a flyer, an attendance roster for the students and tutors, and a survey form completed by students and tutors.

Authorship Statement/Document Release

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.



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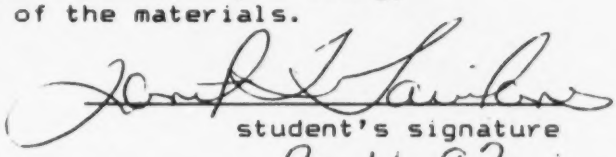

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Practicum Title Improving Academic Achievement of English-As-A-Second-Language Students Through Peer-Tutoring

Student's Name Janet Torres-Gavilanes

Program Site DeLand High School **Date** 3/9/93

Observer's Name Timothy Shea/assistant principal
(please print----------sign)

Observer's position Curriculum Coordinator **Phone #** 904-738-8321

Observer's comment on impact of the project (handwritten):

I was the first to see a small first step of getting and I see students the ability to put in their academic success. Peer, are strong motivators and can in many cases be more to student interest is school when a student is not doing success. As a result of some of the things we learned from the Gavilanes project, we have expanded the concept to other needy students and to athletes who are having academic difficulty.

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CHAPTER I

Purpose

Background

The problem of teaching English as a Second Language (ESOL) reaches national proportions. Each day we see new immigrants arriving to the United States. These newcomers must adapt to a new life style and language to become productive members of our society. It is imperative that our schools and learning centers be equipped with proper ESOL materials and staff members that are trained in a variety of learning methods to facilitate this process.

Since 1968, the federal government's answer to the problem of presenting ESOL instruction in the most appropriate manner, has been to recommend that bilingual education instruction in given in the child's native language in all subjects. This situation drew sharp criticism from the Secretary of Education in 1986. In 1986 the federal government wanted changes in the law to allow federal money to be used for the implementation of a wider variety of teaching methods than the traditional bilingual

education (Solorzano 1986:20). The secretary of education in 1986 launched an attack against bilingual education, charging that "after $1.7 billion of federal funding, we have no evidence that the children whom we sought to help...have benefited."

In 1991 hoping to subdue the controversy surrounding bilingual education, the U.S. Department of Education released a new study showing that students improved through the use of the three most common teaching methods (Mathis, 1991). These methods were: English immersion, in which all instruction was in English, Early-exit bilingual, in which students were taught mostly in English, and were placed in regular classrooms after the second or third grade, and Late-exit bilingual in which students were taught in their native language at least 40 percent of the time and stayed in the program through the ninth grade. The educators conducting this study hoped the study laid to rest the political storm surrounding the use of native language versus immersion programs in which English is used exclusively (Mathis, 1991).

The location for this practicum was a high school located near the central east coast of Florida. The

school is situated on 40 acres, near an urban area. There is a major university nearby, two hospitals, cultural facilities, shopping centers, and a variety of recreational areas. The school served 2,400 students drawn from a population of 55,000 within the city limits and surrounding communities. The ethnic breakdown was as follows: 79.6 percent Caucasian, 16.4 percent African-American, and 4 percent Hispanic and others. The community itself ran the scale from lower to upper middle-class families. There were 811 students in the ninth grade, 662 in the tenth, 533 in the eleventh, and 379 in the twelfth grade.

At the time of the practicum the school had 73 in-house classrooms and 47 portable classrooms. The teacher:student ratio was 1:26. The student body was served by 140 teachers, six guidance counselors, five media specialists, one principal, three assistant principals, three deans, and a staff of clerks. The school offered 361 different courses for all levels of students from basic through International Baccalaureate and Advanced Placement. The school also offered 47 various clubs and organizations that met the interest and needs of the students.

The author of this practicum previously taught in the local middle school for two years and taught in the target school for four years. At the time this practicum was implemented, the author was teaching students at four different levels of Spanish, including those in the International Baccalaureate Program (IB). The researcher was also in charge of the Spanish Club which met during lunch time. The club members held tutoring sessions for the Spanish classes at this time. ESOL students also began coming to these tutoring sessions for help. Because of the ESOL students' lack of vocabulary and auditory and reading comprehension skills in the English language, there was a need for additional tutoring services for these LEP students. In addition, those students who were identified as migrant students, lacked the basic skills that should have been mastered at previous grade levels.

The 18 target students, were selected based on teacher recommendations. They were all taken from a list of ESOL students provided by the guidance department at the target school. All 18 students had been in the United States five years or less, took

basic skills or fundamental classes, and had a family situation in which one or both parents spoke little or no English 5 in the home. The 18 target students were a combination of foreign exchange students and migrant students. The target group was composed of various nationalites including: one Croation, six Japanese, two Spaniards, two Philippinos, and seven Hispanics. These students were ninth through twelfth graders between the ages of 14 and 16, without visible significant health problem. The attendance of the exchange students was good, however, the migrant participants generally tended to have more absences due to working and family conditions. The students were monitored and followed for a period of 15 weeks in the after-school peer-tutoring program.

Problem Statement

Bilingual Education came into effect as a result of the Black Civil Rights Movement in 1968. The Bilingual Education Act of 1968 stipulated that schools were to identify students with a primary or home language other than English and to asses their relative proficiency in English and their native

language (Hakuta, 1986:210). The law provided for the inclusion of specific classes for children with Limited English Proficiency (LEP). These classes helped many children, but a great number went unserved.

In 1989, Hispanic special-interest groups in Florida organized and hired a group from California called Multicultural Education Training Advocacy (META) to sue the state of Florida. The group claimed that Florida was in violation of the 1968 Bilingual Act. META argued that no specific programs were available to meet the ESOL students' needs and that they consequently suffered educationally since they could not benefit from instruction in English. The group sued and won. The result of this victory opened the field to the inclusion of more programs for ESOL students.

A key goal of the target school, stated in their vision statement, was to develop programs to help all students reach their potential (Appendix A:37). In line with this, the goal of the school's ESOL program was to provide intensive English instruction until the LEP child was able to speak and understand English to

the extent that special assistance was no longer needed in the classroom. One of the target school's other goals was to help all students obtain a GPA of 2.00 (C average) or higher. Both of these goals directly related to the problem which prompted this practicum. It must be noted that the target school had only been an ESOL center for two years, and even though the number of students that were being affected appeared to be small, the researcher anticipated an increasing need for the program since a larger number of LEP students were projected to enroll in the target school.

The first problem the practicum dealt with , was that ESOL students from the target school who had already taken the required High School Competency Test (HSCT) had not made a passing score. The HSCT is a multiple-choice test which tests the application of basic skills to real-world situations. It consists of two sections, mathematics and communications; the communications section combines both reading and writing. All students seeking a regular high school diploma must take the HSCT and receive passing scores of 700 on both sections of the test. The three

students who had taken the HSCT in the 1991-92 school year failed to meet the 700 points in either of the two sections. The respective scores for student A were 676 in communication and 674 in math; for student B, 681 and 679; and for student C, 663 and 670.

The second problem involved the students' grade point averages (GPA). Academic success at the target school was represented by the students' GPA which was based on a four point scale (A=4). The target school's goal was to have all students earn a 2.0 GPA. Of the total school enrollment of 2,400 students, 25 percent had a 1.49 GPA or lower, 15 percent had between a 1.5 and 1.9 GPA, and the GPAs of the remaining 60 percent were at or above the 2.00 scale. The ESOL students' records indicated that their GPAs ranged from 1.71 to 3.37, and, while only 15 percent of the ESOL students had below a 2.00 average, most of these students were taking skills or lower-level classes. This presented two major problems: first, many times these students were very bright and skills classes did not challenge them. Second, the basic skills classes were not preparing them to pass the HSCT and definitely not preparing them for education

beyond high school. The ESOL students report cards also revealed that all of them had difficulty with the same classes: History, Science, Math, Health, and Driver's Education. All of these classes had two things in common, they were large in size, leaving little time for one-to-one teacher/student interaction: and they were heavy in the use of lecturing, notetaking, and reading. These instructional tasks were difficult for the ESOL students due to their lack of fluency in the English language. When the researcher compared the ESOL students' grades in these classes with the rest of the school population, the ESOL students had Ds and Cs while the rest of the students averaged Cs and Bs.

Studies have shown that in order to be a functionally proficient, learner a student must be able:

> (1) to decode and understand both task expectations and new information; (2) to engage appropriately in completing tasks, completing them with high accuracy; and (3) to obtain accurate feedback with relation to completing tasks successfully. (Tikunoff 1984:20).

For the purposes of this practicum 18 students were selected from the guidance counselors' list of

eligible ESOL students. The criteria for selection were to be enrolled in an ESOL class and teacher recommendation.

A letter was sent to the parents (Appendix C:41 or Appendix D:43) informing them of the program and requesting that they encourage their children to participate. A letter was also sent to the teachers of the ESOL students (Appendix E:45) informing them of the program and also requesting that they encourage their students to take advantage of the program. A flyer (Appendix F:47) was posted in key areas of the school informing students of the time and place of meeting. Student participation was voluntary.

Outcome objectives

The objectives for this study were as follows:

1. After five weeks, two of the three students who needed to re-take the HSCT will pass: 80 percent of the first time takers will pass the HSCT as measured by the State of Florida's established passing score.
2. At the end of the 15 weeks of tutoring, 85 percent of the participating students will show

an increase of 70 percent in the amount of homework turned in to their teachers as measured by the information the teachers put down on each student's progress report (Appendix B:39).

3. After 15 weeks of the peer-tutoring sessions, 85 percent of the participating students will show a half of a point increase in their GPAs.
4. At the end of the 15 week period implementation, 85 percent of the teacher's, tutor, and participating students will show a favorable response to the program as evidenced by their responses on a program evaluation survey (Appendix I:53).

CHAPTER II

Research and Solution Strategy

The US Immigration and Naturalization Service (Nemko and Feitchner, 1990:19) reported that the immigration wave of the 1980's was the second largest in American history, with almost six million people entering the United States. Approximately 40 percent of the immigrants came from Asian nations and the Philippines. An additional 40 percent came from Mexico, Central America, and the Caribbean nations. Another ten percent came from the European countries and the remainder from the rest of the world.

This wave of immigrants transformed the American classrooms. The new students were added to an already existing diverse group in English-speaking classrooms. They were asked to learn a new language, acquire new habits, adopt a new life style, and adapt to a new environment. Teachers often had limited knowledge of the culture, lifestyles, values, beliefs, ideals of their new students, and limited knowledge of their native languages (Nemko and Feitchner, 1990:22). Add to this the natural tendency of people to be

suspicious of the unfamiliar. Simple personal actions, such as eye contact, speed and loudness of the voice, and ways of showing respect vary from culture to culture. Misunderstandings are inevitable unless teachers make a great effort to learn about the native culture of the students and teach them to understand and adapt to the American behaviors.

According to Sandeen, as cited by Shille et al, (1986:25) teachers can be more effective in working with LEP students if they employ a few simple guidelines:

1. Smile at the students.
2. Learn to pronounce the student's name. It's important.
3. Learn to say "hello" or "good-bye" in the student's language.
4. Know where their country is.
5. Ask them how they are, and ask about their family.
6. If they look confused or lost, it's because they are.
7. Talk slower, not louder. Repeat.
8. Write down. Simply. In print, not cursive.
9. Let them succeed---in something---every day.
10. They want to "belong." Help them find a friend.

Culture shock experienced by every newcomer, is another factor that must be taken into consideration. For some, adjustment is rapid, but for others, it is a long and difficult process.

Four stages of cultural adjustment were identified by Gregory Trifonovitch as cited by Shille et al, (1986:26). First, the honeymoon stage characterized by exhilaration, anticipation, and excitement. Second, the hostility stage characterized by frustration, anger, fear, and sometimes physical illness. Third, the humor stage: as the students begin to relax they can laugh at the mistakes and misunderstandings which no longer seem quite so overwhelming. The fourth and final stage, the home stage, is when the students feel "at home" in their new environment, they have learned to live and work in two cultures.

Teaching secondary students in itself is an enormous task because they are all struggling to find their own identity. The challenge in the multicultural classroom is to help students accept and value their uniqueness and the uniqueness of others. Several strategies (Nemko and Feichtner, 1990) can be used to help students accept and value diversity strategies such as: utilize persons from other cultures as guest speakers: use aides or tutors; host potluck dinners or lunches; encourage cooperative

learning; and allow students to share information about their language, culture, and customs, and how they differ from the U.S. cultural norms. Nemko and Feitchner also list some activities to improve multicultural effectiveness in the classroom such as: provide information to the community about the diverse cultures, learn key differences to avoid misinterpretations, be aware of body language, look at situations from the student's perspective, and again provide, if possible, some bilingual tutors to serve as role models.

According to Anderson, as cited by Nemko and Feichtner (1990), all real learning involves thinking skills. Poor thinking skills have been identified as a major predictor of low achievement for disadvantaged students, contributing to the fact that many of them leave prior to high school graduation. Studies have shown that many disadvantaged students lack a logical approach to problem solving, and exhibit little concern for accuracy (Nemko and Feichtner, 1990). It is important that this lack not be taken as a sign of laziness on the part of the LEP student; many times culture plays an important role. For example, in the

Hispanic culture children are taught at an early age not to challenge their elders, to take what is said at face value, to please their superiors and to follow the rules. This way of thinking results in very passive learners.

According to Langher, as reported by Nemko and Feitchner (1990:59), the American Association for Supervision and Curriculum Development has identified core skills that are the foundation of critical thinking/problem solving ability: focusing, gathering, remembering, organizing, analyzing, generating, integrating, and evaluating skills. Langher also reported some effective strategies for teaching critical thinking/problem solving. When focusing on critical thinking the teacher must:

- Impress on students that the goal of instruction is thinking.
- Emphasize that the responsibility of thinking is the student's.
- Prepare the students for classroom activities by describing the work to be accomplished.
- Facilitate thoughtful discussion by raising issues for consideration.
- Provide sufficient wait time after asking a question.
- Ask students to compare, predict, analyze, hypothesize, apply, suggest solutions, and provide evidence.
- Ask students questions that require sophisticated thinking every day so that they gain confidence in their ability to

formulate answers and express ideas.
- Use a variety of strategies and steps for solving problems.
- Use cooperative learning groups to increase reasoning strategies and critical thinking competencies.

(Nemko and Feitchner 1990:60-61)

Cooperative learning has been the focus of much recent study. Topping (1988:2) said that there are three main ways in which the instructional process may be structured: cooperatively, competitively, and individualistically. In the cooperative structure, both pupils automatically benefit from one another's work and effort. In the competitive structure, when one pupil achieves the others automatically do not. In the individualistic structure, the pupils do not have goals in common and their achievements or lack of them are indifferent to one another. Johnson and Johnson, as cited by Topping (1988:2) made an experimental comparison of the effects of cooperative, competitive, and individualistic learning experiences on handicapped and non-handicapped pupils. The results indicated that cooperative learning experiences, as compared to the other styles, promoted more interpersonal attraction between handicapped and non-handicapped pupils, higher self-esteem, greater

empathy on the part of the children, and promoted greater verbal interaction and physical closeness. Based on this research, the author of this practicum determined to use cooperative learning groups to help ESOL students reach their goal of passing the HSCT exam and increase their overall performance in the target school. Another reason why the author of this practicum decided to use the peer-tutoring program is that, unlike the adult directed tutorial programs of the past, the use of student peer tutors has dramatically increased the availability of tutoring programs. No longer a luxury available only to an aristocratic elite, tutoring programs today are open to ordinary students as well Cohen (1982:237), and they are benefitting from them.

Peer-tutoring, which is a form of cooperative learning has been described by Goodlad, as cited by Topping (1988:3), "humanly rewarding." He said that tutors learn to be nurturant towards their tutees. They also develop a sense of pride and accomplishment, and learn trust and responsibility. Many teachers who have initiated peer-tutoring projects have attested that the most striking effect is increased confidence

and a sense of adequacy in the tutors.

Organizing a peer-tutoring project requires careful planning to ensure that it is successful. Topping (1988) listed a variety of tasks that must be done. This researcher concluded that four key things had to taken into consideration when organizing the practicum in order to ensure success. First, was to determine how the project can be used. Second, to decide how the tutors and learners would be selected. Third, to decide how often and how long the tutoring session should continue. Fourth, to establish how the tutors would be evaluated.

After reviewing the literature on the effectiveness of peer-tutoring programs, the researcher felt that the ESOL students would benefit through tutoring by more successful students. For the ESOL students, who may allow their attention to wander or who may misunderstand directions, peer-tutoring would provide a one-to-one program of personal attention tailored just for them. In a situation like this, the learner spends a maximum amount of time-on-task, a variable that research has shown to be highly correlated with student success and more effective

than an equal amount of normal classroom instruction according to Cohen, as cited by Nemko and Feitchner (1990:143). A peer-tutoring program also allows a disadvantaged student to form a close personal relationship with a high status peer.

Selection of tutors is very important: it is useful to consider age and ability matching between tutors and learners. It is also useful to consider culture. For example, in some cultures, if a male has a female tutor of the same age this poses a problem (Nemko and Feitchner 1990:144).

The length of meeting time is an important issue. Common sense suggests that the longer the sessions continue, the more visible the result. Studies have suggested that as little as ten hours of contact will result in positive results (Nemko and Feitchner 1990:144). Common practice indicates that a tutoring session should last approximately 30 minutes to an hour.

Basic instructional principles should be taught to the peer tutors before tutoring commences Nemko and Feitchner (1990:145) suggest the following topics:

.How to establish a supportive environment;
.How to plan a tutoring session by becoming

familiar with the curriculum, the teacher's objectives, and the students' ability level;

- How to provide positive reinforcement when the learner gives a correct answer; what to do when the learner gives an incorrect answer (i.e., avoid sarcasm or sneering, reward the question, model the answer);
- How to vary the pace of the tutoring session;
- The importance of summarizing and reinforcing learning at the end of each session, and leaving a positive note so that the learner will look forward to returning, and;
- Record keeping for monitoring progress.

Based on the research, the author of this practicum decided to carefully select and pair the tutors to the targeted group of ESOL students and to select a central and accessible area that would be conducive to learning. The author felt that two days a week for 30 to 40 minutes per session would be beneficial.

CHAPTER III

Method

Pre-implementation

The author of this practicum met with the principal, assistant principal, International Baccalaureate (IB) Coordinator, IB Creative, Action, Service (CAS) Project Coordinator, IB guidance counselor, ESOL guidance counselor, ESOL teacher, and head media specialist for approval of the tutoring program and scheduling activities.

The author's objective was to implement a program that would positively affect the ESOL students and improve their academic grades so they could reach their full potential and ultimately graduate by passing the required HSCT.

The author of this practicum created a program that utilized materials readily available to reinforce basic skills. The teachers using this program needed only a minimal amount of time for preparation, money, equipment, and resources. The main human resources to institute this program were the peer tutors.

Implementation
Week One

The author discussed the tutoring program with eleventh and twelfth grade IB students in their Spanish classes and the IB students signed up to volunteer their services at that time. The author scheduled a lunch meeting with interested IB students in the target high school media center to further discuss the program and the responsibilities of the students and to give them some training in teaching strategies. The author also gave some cross-cultural training to the tutors to help them deal appropriately with ESOL students. The author set the tutoring sessions for a two hour period, two days a week. There were enough tutors so the ESOL students could receive as much contact as they needed.

The author announced the tutoring sessions to all ESOL and foreign exchange students by way of letters (Appendix C:41, D:43), announcements were given to appropriate teachers in the target school, flyers were posted (Appendix F:47) in all visible school areas, and a personal visitation was made to the ESOL class. Throughout the program, the ESOL guidance counselor, in conjunction with the ESOL teacher at the school,

periodically reminded and encouraged the students to attend the sessions.

Tutoring sessions began at the end of the week. The author attended the sessions in order to supervise the program which took place after school in the target high school media center.

Week Two

The author attended and supervised all the tutoring sessions. At the end of the week's tutoring sessions the author discussed any concerns, and possible changes in format with the IB peer tutors. At this time, the author and the IB students felt the need to talk directly to the ESOL students and encourage them to attend.

The author began focusing on different strategies of communicating with the most limited English proficient (LEP) students.

Week Three

The author continued to attend and supervise tutoring sessions. At this time many ESOL and foreign exchange students started attending and the author felt the need to divide the group in two, those who

needed help with specific subjects and those who needed help in passing the HSCT.

Week Four

The author attended and supervised the tutoring sessions and continued to target, in particular, those who needed to pass the HSCT. The author also met with the IB coordinator to inform the coordinator of the outstanding work IB tutors were doing in the sessions.

Week Five

The author attended and supervised the tutoring sessions which focused primarily on the HSCT exam since it was scheduled the following week. At the end of the second session the author discussed with the IB students any concerns, suggestions, and possible changes in format for the program. The IB students were satisfied with the format and commented that they wanted the program to continue. Many of the participating IB students were taking Spanish as their foreign language and were pleased with their conversational progress as well since the program started.

Week Six

The author attended and supervised the tutoring

sessions. The author also evaluated the participating ESOL and foreign exchange students' progress reports given to them by their teachers. At this time the author met individually with the ESOL and exchange students to compliment them on their achievements so far and to advise them about areas needing improvement.

Week Seven

The author attended and supervised tutoring sessions and continued to pair students with their tutors according to their special areas of expertise and level of comfort.

Week Eight

The author attended and supervised the tutoring sessions. At this time the author checked with the primary ESOL teacher and the ESOL guidance counselor to see if the program was meeting all of the ESOL students' needs.

Week Nine

The author attended and supervised the tutoring sessions and also re-evaluated the students' weekly progress reports to assess improvements.

Week Ten

The author attended and supervised the tutoring sessions. The author also obtained computer printouts of the nine-weeks grades for the participating ESOL and foreign exchange students identified as the target group. The students' previous school year grades and the current nine weeks grades were compared in order to measure the peer-tutoring program's success in improving students' grade point average.

Week Eleven

The author attended and supervised the tutoring sessions.

Week Twelve

The author attended and supervised the last scheduled tutoring sessions. The IB students who participated in the peer tutoring program completed program evaluation forms in the author's classes. The forms were also completed by randomly selected participating students and some teachers and staff members. The author reviewed the IB students' attendance rosters and met with the IB Coordinator to confirm IB students' volunteer service hours in the tutoring program.

The author reviewed the selected ESOL students' academic grades earned for the last nine weeks to determine continued success in academic areas. The author also consulted with the ESOL guidance counselor to review the scores of those students who repeated and took the HSCT for the first time to determine the passing rate.

CHAPTER IV

RESULTS

Objective One

Improving the passing rate on the HSCT was objective one. In the author's peer-tutoring sessions there were 18 ESOL students of which three were repeating the test and 15 were first time test takers. Of the students who were retaking the test, 33 percent passed the test and 66 percent failed one or both sections of the test. Of the 15 first time test takers 60 percent passed both sections and 40 percent failed one or both sections.

The author selected these students based on the ESOL list of students provided by the guidance counselors. If, after five weeks of implementation of the peer-tutoring program, two out of the three students repeating the exam passed, and 80 percent out of the 15 first time test takers passed objective one would be accomplished. Since the standard was not reached, objective one was not successful. However since no LEP student had passed the HSCT the previous year and 60 percent passed it the first time, the author did see value in the process. The author also

realized that only those students who consistently attended the tutoring sessions were those who passed the HSCT.

Objective Two

Students' increase in homework was objective two. If, after 15 weeks of implementation of the peer-tutoring program, 70 percent of the students selected as the target group completed all the homework assigned, objective two was accomplished. Based on the students progress reports (Appendix B:39) 55 percent of the students showed a marked increase in homework completion while 45 percent remained the same. The author noticed that those students who consistently attended the tutoring sessions had the highest increase in homework completion. While this objective was not completely successful the program did help the majority of the students.

Objective Three

Improvement of students' academic grade point averages by half a point was objective three. In the author's peer-tutoring sessions there were 18 students

of which 44 percent increased their GPAs, 28 percent decreased, and 22 percent remained unchanged. The author realized that, again, only those students who consistently attended the sessions showed a marked increase, those who came occasionally remained the same, and those who seldom came to the sessions and had poor school attendance showed a decrease in their GPAs. Objective three was not successful.

Objective Four

A favorable response by 85 percent of the participants was objective four. At the end of the 15 week implementation period, teachers, tutors, and participating ESOL students completed a survey (Appendix I:53) to evaluate the overall effectiveness of the program. At least 85 percent of the people showed a favorable response to the program with several recommendations. Objective four was accomplished.

CHAPTER V

RECOMMENDATIONS

The author of this practicum shared the results of this study with the administration and members of the author's Effective Schools Committee at the target high school.

The program was not as effective as the author had hoped it would be for several reasons. First, due to the fact that many of the ESOL students come from underprivileged homes many of the students have to work either in or outside of the home, and could, therefore, not attend the tutoring sessions regularly. Second, one ESOL class a day and tutoring sessions are not enough to bridge the gap that these students have developed over a period of years. A longer period of intervention is necessary.

The tutors, however, expressed an overwhelming desire to continue the program for three reasons; they felt that their conversational skills in other languages improved, they enjoyed the cultural exchange, and they could appreciate how valuable their services to the ESOL students were.

The tutoring sessions will continue throughout

the year assisted by the International Baccalaureate (IB) students with modifications to better assist the targeted students. The IB students will earn volunteer service hours for their assistance in the program.

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APPENDICES

Appendix A

School Vision Statement

This document stated that the school will provide opportunities for all students to realize their potential through involvement in the total school community.

_____ SCHOOL VISION STATEMENT

The vision of the _____ _____ High School Family is that every student will become a high school graduate.

We are committed to presenting a caring environment for learning, one that involves participatory decision making by students, parents, faculty, staff, and community leaders. _____ High School will provide opportunities for all students to realize their potential through involvement in the total school community. We realize it is our responsibility to challenge students to achieve and to encourage ethical behavior so as to produce responsible, productive members of society.

Appendix B

Student Progress Report

This document was used to keep a weekly progress report of each participating student.

PROGRESS REPORT FOR ESOL PEER-TUTORING PROGRAM

NAME_____ WEEK OF_____

SUBJECT 1.	TEACHER	A	B	C	D	F	NUMBER OF ASSIGNMENTS MISSING
2.							
3.							
4.							
5.							
6.							
7.							

PLEASE BE SPECIFIC, ARE THERE ANY SPECIAL AREAS THAT YOU WOULD LIKE FOR US TO WORK WITH THE STUDENT, ANY QUIZES OR EXAMS THAT REQUIRE REVIEW*

THANKS IN ADVANCE, WE KNOW YOUR TIME IS LIMITED!!!

P.S. ANY ADDITIONAL COMMENTS ARE WELCOMED AND APPRECIATED.

Appendix C

Letter to Parents

This document was used to inform parents of the peer-tutoring program and encourage them to have their children participate.

Dear Parents of ESOL students,

We are very pleased to inform you that here at _____ High School we will be offering a peer-tutoring program. The purpose of the program is to help your child improve his/her academic grades and to help them pass the High School Competency Test required for graduation from Florida high schools. We would like for all of your children to take advantage of this wonderful opportunity to receive help and advance in their studies. Please encourage your children to come. And remember your understanding and cooperation is vital to your children's success.

Place: Media Center
Time: Mondays & Wednesdays from 3 to 5

During the first five weeks we will also be offering preparation for the High School Competency Test

If you have any questions please contact me through the guidance dept. 738-8000.

Teachers' signature

Appendix D

Letter to Parents in Spanish

This document was used to inform parents who speak Spanish only of the peer-tutoring program and encourage them to have their children participate.

Estimados Padres de Estudiantes Bilingues,

Estamos ogullosos de informarles que este ano en la Escuela Superior de _____, estamos ofreciendo un programa de tutoria. Nos gustaria que sus hijos aprovecharan esta magnifica oportuńidad para recibir ayuda y mejorar en sus estudios, no hay nada mejor que empezar el ano bien. Por favor hagan los arreglos necesarios e insistan en que sus hijos asistan. Su comprension y cooperacion es vital en el desarrollo educativo de sus hijos.

Muchisimas Gracias!!

Lugar: Biblioteca Escolar
Hora: Los lunes y miercoles de 3 a 5 de la tarde.

Durante las primeras cinco semanas estaremos ofreciendo tutoria especial para el examen de destrezas basicas para graduarse de la escuela superior llamado HSCT

Si tienen algunas preguntas favor de contactarme atravez del departamento de consejeria o pedir por la Sra. Bonilla, 738-800.

Firma

Appendix E

Letter to Teachers

This document was used to inform teachers of the peer-tutoring program and how it can be of help to them and their students.

Dear Colleagues,

I'm happy to inform you that for the first 15 weeks of the semester we will be offering a peer-tutoring program for the ESOL students. If your bilingual students are having academic difficulty please refer them to us. We may be able to help them. We will also be offering preparation for the HSCT for the ESOL students from Sept. through October.
We thank you for your patience with these students from other countries.

teacher's signature

Appendix F

Flyers

This document was used to inform the school population of the time and place the peer-tutoring sessions will be held.

HELP! HELP! HELP! HELP! HELP! HELP! HELP! HELP! HELP! HELP!
HELP! HELP! HELP! HELP! HELP! HELP! HELP! HELP! HELP! HELP!

Peer-tutoring for ESOL students will be held, Media; Mon.& Wed. Time: 3 to 5 *Special tutoring for the HSCT* Don't miss-it!

54

HELP! HELP! HELP! HELP! HELP! HELP! HELP! HELP! HELP! HELP!
HELP! HELP! HELP! HELP! HELP! HELP! HELP! HELP! HELP! HELP!

Appendix G

Sign in Sheet for Tutors

This document was used to keep track of the inservice hours put in by the volunteers.

TUTORS' SIGN IN SHEET DATE

NAME	DATE	IN	OUT	TUTEE
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				

Appendix H

Sign in Sheet for the Students

This document was used to keep track of the contact hours with the participating ESOL students.

STUDENTS' SIGN IN SHEET DATE

NAME	DATE	IN	OUT	TUTOR
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				

Appendix I

Survey

This document was used as a final assessment from the teachers, tutors, and participating ESOL students.

PEER-TUTORING SURVEY

PLEASE CIRCLE TEACHER STUDENT TUTOR

Please rate and comment whenever possible
4 very good 3 good 2 average 1 needs improvement
0 not applicable

1. HOW WOULD YOU RATE THE EFFECTIVENESS OF THIS PROGRAM?

4 3 2 1 0

2. WOULD YOU RECOMMEND THIS PROGRAM BE EXPANDED TO SERVICE OTHER STUDENTS? 4 3 2 1 0

3. DID YOU FEEL THE TRAINING SESSION WAS HELPFUL?

4 3 2 1 0

4. HOW DID YOU BENEFIT FROM THIS PROGRAM, PLEASE COMMENT.

5. ANY CHANGES YOU WOULD RECOMMEND FROM IMPROVEMENT?

THANK YOU, YOU HAVE BEEN VERY HELPFUL!!!